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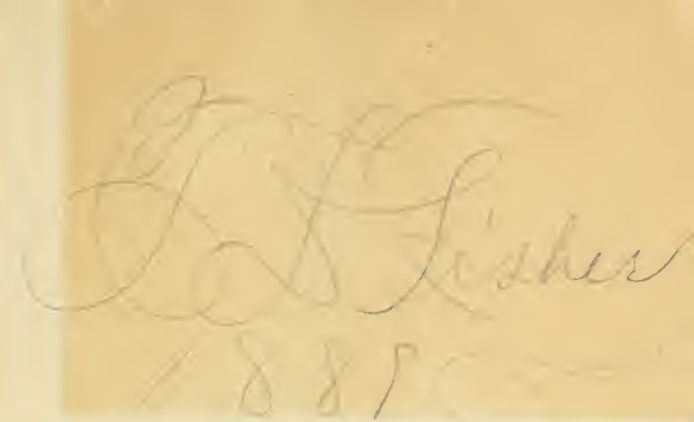

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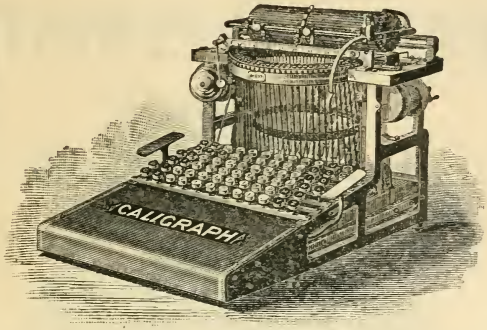

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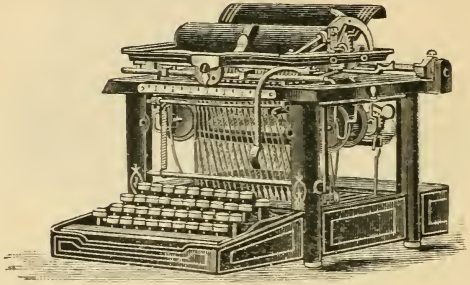

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MANUAL

OF

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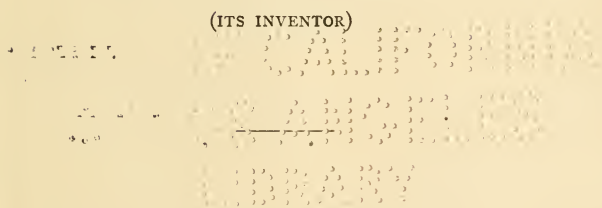
BY

M. M. BARTHOLOMEW

(ITS INVENTOR)



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PREFACE.

The introduction of the Stenograph makes it necessary that there should be provided such instructions as will enable those who secure the instrument to correctly learn its use. The manual here presented is intended to supply this need.

It is designed for those who desire to learn without a teacher, as well as for use in schools.

In the first edition a full phonetic alphabet was presented, some of the sounds being represented by double combinations. Thus, *ii* was used for the sound of *aw au*, *aa* for the sound of *ew ue*, *sh* for *zh*, etc. In addition to this *c*, *q*, and *x* were omitted.

In the later editions *c*, *q*, and *x* were restored to the alphabet, *x* being generally used as in the common spelling; and the sounds *aw au*, *ow ou*, *ew ue*, etc., were represented as in the common spelling, the vowel being generally omitted from *aw*, *ow;* and *u* being used for *ew* and *ue*.

In the present edition a few other steps in the same direction have been taken. *Q* is used as in the common spelling instead of substituting *kw* for it; *c* is retained when it represents its hard sound instead of substituting *k;* and *my*, *by*, *try*, and similar words, are written as in the common spelling, instead of *mi*, *bi*, and *tri*. In short, the common spelling is retained where nothing is gained in the way of brevity by changing it Some of the punctuation marks, not being as suggestive as they might have been, have also been changed.

It is hardly necessary to state that these changes and others not mentioned have been made with a view, not of confusing the hundreds who already use the Stenograph, but of making its acquisition more easy to the thousands who are yet to learn it.

TO THE STUDENT.

It is of the utmost importance to the student that correct habits be formed at the beginning. To bring about this result, care should be taken to do everything thoroughly and well. But one thing at a time should be attempted, and that should be mastered before going to the next.

To be a good stenographer, one must have a fair education, must spell and punctuate well, must write a good hand or operate a type-writing machine, must be able to comprehend the meaning of what he is called upon to write, and be able to detect and correct the more common errors in the use of language.

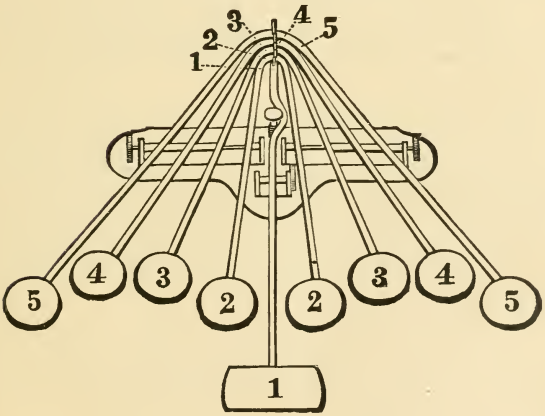
Some students seem to think, because the Stenograph is an instrument for shorthand writing, that a constant effort must be made to write rapidly. A greater mistake could not be made. The student should aim at strict accuracy, and let speed take care of itself. Speed comes only as the result of the familiarity gained by practice, and no amount of hurry will hasten it.

CHAPTER I.

EXPLANATION OF THE INSTRUMENT,

AND DIRECTIONS FOR KEEPING IT IN ORDER.

THE KEY-BOARD.



From the accompanying cut it will be seen that there are only five keys, although at first sight there appear to be more. No. 1 is straight, and has a marker on the end opposite the thumb-piece. The other four are V-shaped,

having markers on the curved parts and finger-pieces on each extremity. The four finger-pieces on the left of the key-board, numbered 2, 3, 4, and 5, make the same marks on the paper as the four on the right bearing the same numbers. The keys on the right are operated by the fingers of the right hand, and those on the left by the fingers of the left hand.

The Spacing-Key lies a little higher and just back of the other keys. It moves the paper without making any mark upon it, and its use is to make spaces between the words. This is done by striking it after each word is finished. It should, however, be struck only once between words.

The tension of the spring which actuates the spacing-key is regulated by the little thumb-nut near the center of the key. It should only be strong enough to move the key promptly.

The Inked Ribbon.—At each movement of the keys, or any of them, the inked ribbon is pressed against the paper, making the marks upon it. This ribbon moves slowly along as the writing takes place. When it is all or nearly all wound upon one reel, it should be made to wind itself upon the other by moving the little arm or handle at the back of the instrument to the left or right, as the case may be.

The inked ribbon should be used only so long as it makes the marks plainly upon the paper with a light pressure. When it ceases to do this, it should be replaced by a new one.

When about to put on a new ribbon, cut the old one off, leaving about one inch attached to each reel. To these ends stitch the ends of the new ribbon, being careful to keep the edges even.

The Paper Guide.—At the inner end of the paper guide there is a little roller, which presses the paper against the rubber roller. This should be looked at frequently, and cleaned and oiled when necessary. If neglected, it is liable to become clogged with dirt and dust from the paper and inked ribbon.

The Paper Roll must move with entire freedom, and not bind in the center or on the arms of the paper holder.

To put in a new roll, take out the small wooden center from the block on which the paper was wound and put it into the new one, then place it in the paper holder.

Cleaning, etc.—Dirt is an enemy to all machinery. Even a gold pen will become unfit for use if neglected. The Stenograph should be examined every month or so, and should be cleaned and the bearings oiled as often as is necessary.

The little roller which presses the paper against the rubber roller, the pawl which causes the rubber roller to revolve, and the pawl spring, should receive especial care.

Clock oil should be used, but in very small quantities.

If a Stenograph does not work properly, it will be found in most cases that it only needs cleaning, or that the tension of the space-key spring needs adjusting.

CHAPTER II.

POSITION—USE OF HANDS—ALPHABET.

POSITION.

An erect, easy, and natural position of the body contributes to health and comfort as well as ease of work.

The arms should hang naturally at the sides, neither being pressed against nor held too far from the body.

Avoid leaning forward over the instrument.

USE OF THE HANDS.

It is of the greatest importance to the student that he should learn to ***use the hands alternately.*** This will require very careful attention for a few days. Remember that, in writing upon the Stenograph, the hands are used in the same manner that the feet are used in walking—first one and then the other.

By placing the hands over the key-board it will be seen that there is but one key for each finger. *The keys should be struck by the fingers to which they belong.* The space-key should always be struck by the first or second finger.

The first and second fingers are stronger than the others, and care must be taken to give sufficient pressure

with the little and third fingers and the thumb to make the marks plainly.

The strokes should be made with regularity. To do this, no attempt should be made at writing rapidly. If a word is written too quickly it necessitates stopping to think how to write the next, and no speed is gained by such effort.

The fingers should curve naturally and gracefully, and not stick out straight.

DIRECTIONS FOR USING THE HANDS.

Use the hands alternately.

Use but one hand at a time.

Write without looking at the instrument.

Keep the hands over the keys.

Strike the keys with the fingers to which they belong.

Press the keys down instead of striking them, but do not hold them down.

Lift the fingers from the keys instead of sliding them off.

The keys should be depressed with an even pressure.

Do not lift the hands high above the keys.

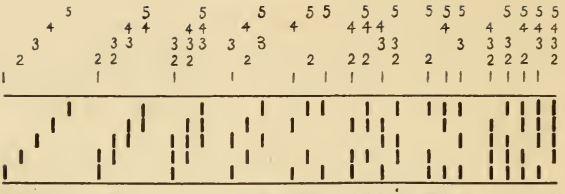
Avoid moving the whole arm ; the movement should be principally from the wrist.

HOW THE ALPHABET IS FORMED.

If the whole five keys are depressed at the same time with either hand, a line of marks or dashes is made across the paper ribbon, thus ‖-----‖. The alphabet is formed from these marks as shown below.

NOTE.—The letters D, N, R, T, and S are made by striking one key at a time ; all other letters are formed by depressing two or more keys at once.

ALPHABET.



DNRTS LMCZ YIV ThPK HWB EFGNg XOSh UQJACh

ABCDEFGHIJKLMNOPQRSTUVWXYZ ThShChNg

. , ; : ! ? — [ ] or ( ) “ ”

NOTE —The figures placed above the letters indicate the keys which are used in producing them. Thus: the figures 1, 2, 3, above Y, indicate that that letter is made by striking keys Nos. 1, 2, and 3 at one time.

CHAPTER III.

LEARNING THE ALPHABET—ALPHABET EXERCISES —WORDSIGNS.

LEARNING THE ALPHABET.

A good way of memorizing the alphabet is to commit a few letters at a time, and then write words containing those letters until they are firmly impressed upon the memory. Each of the following exercises should be carefully written, and the reading exercises read, several times before passing to the next.

Caution.—To *know* that the hands should be used alternately is not enough. The learner should watch and see that he does so use them. Many persons who learn without a teacher fall into the habit, without knowing it, of commencing each word with the right hand or the left, or of striking the space-key always with one hand or the other. To avoid these and similar mistakes, it is simply necessary to *change hands with each stroke.*

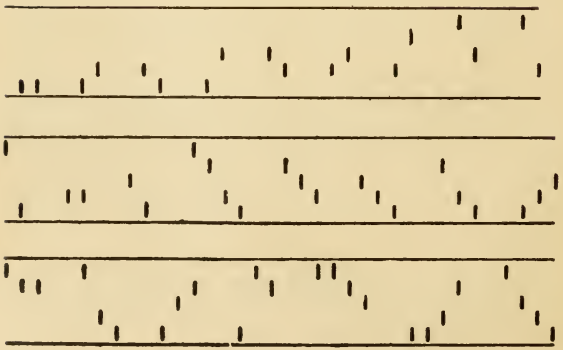
NOTE.—After writing a word, let the finger which produced the space rest lightly upon the space-key until ready to begin the next word. Then raise the finger and begin with the *other hand.*

ALPHABET EXERCISE I.

D, N, R, T, S.

did	dd	none	nn
done	dn	read	rd
and	nd	stand	stnd
dear	dr	street	strt
run	rn	turned	trnd
nor	nr	surround	srnd
not	nt	return	rtrn
said	sd	render	rndr
sir	sr	sister	sstr
seen	sn	tender	tndr

READING EXERCISE I.



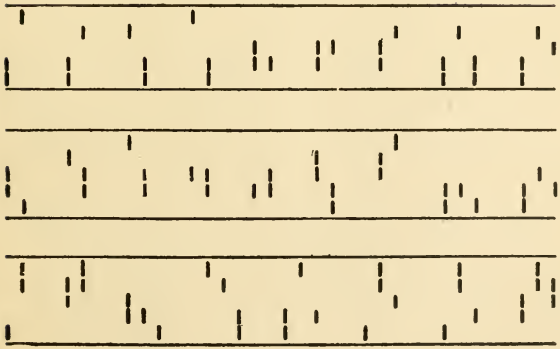
ALPHABET EXERCISE II.

L, M, C, Z.

let	lt	can	cn
less	ls	care	cr
deal	dl	case	cs
tell	tl	does	dz
sell	sl	says	sz
made	md	cause	cz
men	mn	zest	zst
Mr	mr	zeal	zl
met	mt	call	cl
name	nm	came	cm
room	rm	some	sm
time	tm	dozen	dzn

Be sure to use your hands alternately.

READING EXERCISE II.



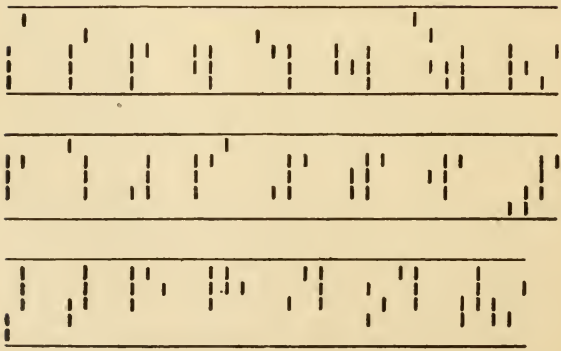
ALPHABET EXERCISE III.

Y, I, V.

year	yr	visit	vzt
yet	yt	yonder	yndr
yes	ys	many	mny
my	my	river	rvr
it	it	tardy	trdy
sit	sit	velvet	vlvt
live	lv	illustrate	ilstrt
move	mv	immense	imns
vest	vst	memory	mmry

See Caution, page 15.

READING EXERCISE III.



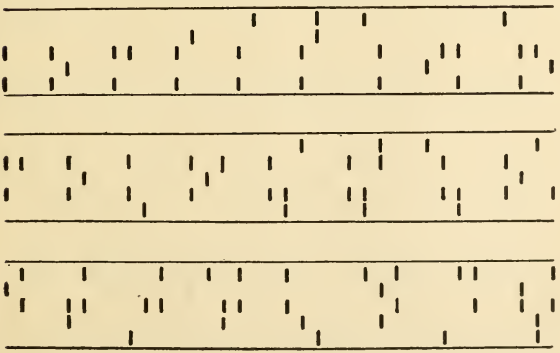
ALPHABET EXERCISE IV.

Th, P, K.

then	thn	take	tk
there	thr	make	mk
that	tht	look	lk
this	ths	kill	kl
them	thm	kind	knd
paid	pd	south	sth
poor	pr	person	prsn
put	pt	plank	plnk
pass	ps	southern	sthrn
place	pls	proper	prpr

NOTE.—***Th, sh,*** and ***ch*** are single letters, and should each be written with one stroke—not by *t* and *h*, *s* and *h*, and *c* and *h* separately.

READING EXERCISE IV.

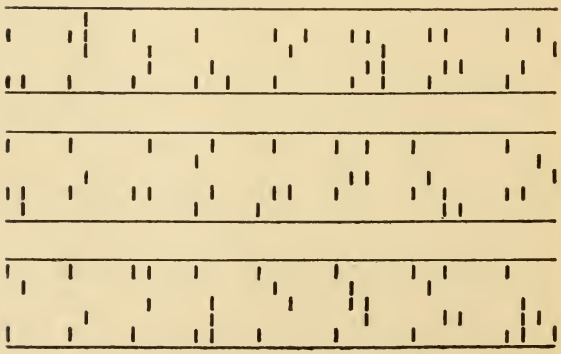


ALPHABET EXERCISE V.

H, W, B.

had	hd	but	bt
her	hr	been	bn
him	hm	book	bk
have	hv	blind	blnd
house	hs	how	hw
will	wl	wonder	wndr
were	wr	hunter	hntr
with	wth	between	btwn
now	nw	whirl	whrl
saw	sw	winter	wntr

READING EXERCISE V.



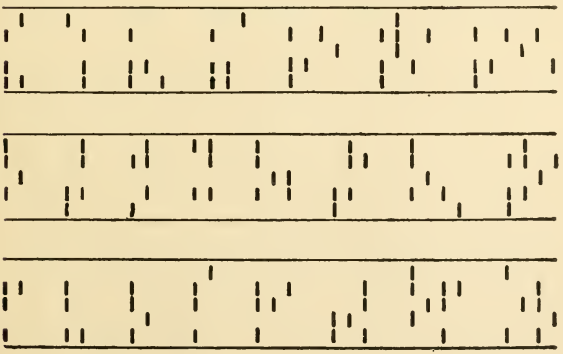
ALPHABET EXERCISE VI.

*E, F, G, Ng.**

ebb	eb	forget	frgt
enter	entr	friend	frnd
esteem	estm	strife	strf
ended	endd	life	lf
settle	setl	wife	wf
for	fr	bargain	brgn
fill	fl	event	evnt
good	gd	longer	lngr
gone	gn	elder	eldr
get	gt	beautiful	btfl

* On account of the letter *ng* (2 3 5) being rather difficult to make, the two single letters *n* and *g* are used in its stead.

READING EXERCISE VI.



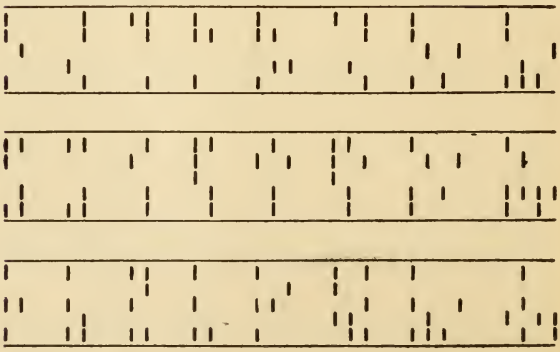
ALPHABET EXERCISE VII.

O, X, Sh.

or	or	shall	shl
no	no	should	shd
so	so	shut	sht
order	ordr	wish	wsh
old	old	fish	fsh
ox	ox	older	oldr
box	bx	extent	xtnt
tax	tx	explain	xpln
fix	fx	shoulder	shldr
vex	vx	cash	csh

NOTE.—Remember that *sh* is a single letter and is made at one stroke, and not by writing *s* and *h* separately.

READING EXERCISE VII.



ALPHABET EXERCISE VIII.

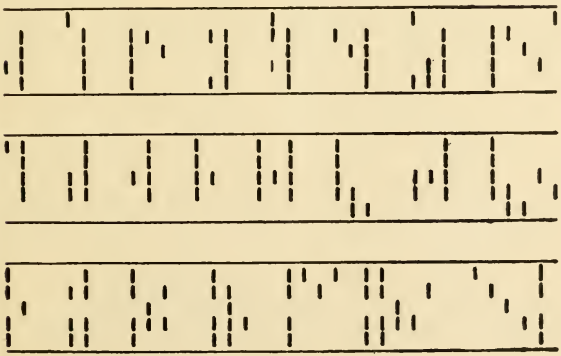
U, Ch, J.

new	nu	much	mch
few	fu	true	tru
sue	su	jar	jr
chair	chr	joy	jy
child	chld	june	jun
rich	rch	jordan	jrdn
teach	tch	children	chldrn
such	sch	jury	jry

NOTE.—Learning to call *g gay* associates the hard sound with it and helps to avoid confusion with the letter *j*.

[See NOTE, last page.]

READING EXERCISE VIII.

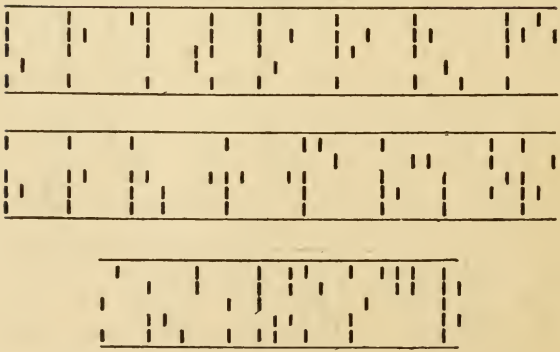


ALPHABET EXERCISE IX.

A, Q.

an	an	quality	qlty
at	at	quantity	qntty
alarm	alrm	request	rqst
alone	aln	amount	amnt
queen	qn	abound	abnd
quite	qt	abandon	abndn
queer	qr	abroad	abrd
quarrel	qrl	another	anthr
require	rqr	around	arnd
frequent	frqnt	army	army

READING EXERCISE IX.



WORDSIGNS.

The letters of the alphabet, except *e*, *k*, and *x*, are used singly to represent words of frequent occurrence. A number of other common words are represented by abbreviations more or less arbitrary. These letters and abbreviations when so used are called wordsigns. The alphabet wordsigns, and those contained in the second list, should be thoroughly learned before proceeding further.

ALPHABET WORDSIGNS.

a	a	p	up
b	be	q	question
c	come	r	are
d	do	s	as, us
f	if	t	to
g	go, ago	u	you
h	he	v	of
i	i, eye	w	we
j	age	y	why
l	all	z	is, his
m	me, am	th	the
n	in	sh	she
o	on	ch	which

WORDSIGNS.—SECOND LIST.

ad	and	thg	thing
ny	any	pn	upon
fm	from	un	under
fs	first	vr	very
ou	our, hour	ht	what
ot	out	hn	when
thk	think	rr	where

NOTE.—It should be remembered that the wordsigns are arbitrary, and are in no way connected with the rules for spelling.

CHAPTER IV.

RULES FOR SPELLING.

The pronunciation of words forms the basis of the spelling employed in the use of the Stenograph. How this spelling differs from that in common use is shown by the following rules and the examples following them.

The common spelling, however, is retained in such words as would not be shortened by changing them *By, my, try, cry, fly. salt*, and *malt* are examples.

NOTE.—Until the rules for writing vowels are reached students will please bear in mind that vowels commencing words are *always* written, and those occurring in the body of words are *generally* omitted.

CONSONANTS.

Rule I.—Omit Silent Letters.

1.—One of Double Letters.

egg	eg	little	ltl
ebb	eb	letter	ltr
will	wl	manner	mnr
pass	ps	summer	smr

2.—*Gh.*

caught	caut	fraught	fraut
taught	taut	daughter	dautr
aught	~~aut~~	slaughter	slautr

night	nit	fright	frit	slight	slit
right	rit	tight	tit	plight	plit
sight	sit	fight	fit	delight	dlit

See also Rules XII and XIII.

3.—*T.*

often	ofn	catch	cch
soften	sfn	pitch	pch
listen	lsn	dispatch	dspch
fasten	fsn	kitchen	kchn

4.—*L.*

could	cd	should	shd
would	wd	half	hf
balm	bam	psalm	sam
calm	cam	qualm	qam
palm	pam		

NOTE.—But *silent l* is retained in *talk* (*tlk*), *walk* (*wlk*), *walker* (*wlkr*), to make a distinction between these words and *take*, *week*, and *weaker*. *Ll* may also be retained in such words as *tall* and *ball* whenever necessary to keep them from clashing with *tail*, *tale*, *bail*, etc.

5.—*W.*

write	rit	written	rtn
wrong	rng	wrangle	rngl
wreck	rek	wrestle	rsl
whole	hol	wrinkle	rnkl

6.—Omit c from ck.

sick	sk	rock	rk
back	bk	shock	shk
track	trk	quick	qk
stock	stk	quicker	qkr

7.—C in sc when c is silent.

science	sins	ascertain	asrtn
scent	snt	susceptible	ssptbl
muscle	msl	viscera	vsra
ascend	asnd		

But when *sc* are both pronounced they should both be written : *score* (*scor*), *scar* (*scar*).

8.—Initial K.

knife	nif	know	no
knap	nap	knowledge	nlj
knit	nit	knee	ne
knot	not	knell	nel

9.—G.

gnat	nat	resign	rzin
gnaw	naw	design	dzin
gnarl	narl	benign	bnin
gnostic	nostic	ensign	ensin
sign	sin	foreign	forin

10.—B.

lamb	lam	plumb	plum
climb	clim	debt	det
thumb	thum	doubt	dt

11.—D.

adjoin	ajn	adjacent	ajsnt
adjourn	ajrn	adjudge	ajj
adjust	ajst	adjure	ajur

12.—N.

hymn	hm	condemn	cndm
damn	dam	solemn	solm
column	colm		

Rule II.—Write **f** instead of **ph.**

paragraph	prgrf	phelps	felps
telegraph	tlgrf	philosophy	flosfy
stenograph	stngrf	philadelphia	fidlfia

Rule III.—Substitute **sh** for **t, c,** and **s,** when they represent the sound of **sh.**

1.—Shn for tion, cian, sion.

nation	nashn	physician	fzshn
station	stshn	electrician	elctrshn
procession	prosshn	intercession	intrsshn

2.—Shl for tial, cial.

partial	prshl	special	spshl
martial	mrshl	artificial	artfshl
essential	esnshl	crucial	crushl
credential	crdnshl	official	ofshl

3.—Shs for ***tious, cious,*** *and* ***scious.***

cautious	cshs	officious	ofshs
precious	prshs	judicious	jdshs
conscious	cnshs	spacious	spashs
gracious	grshs	efficacious	efcshs

4.—Sht for ***ciate, tiate.***

officiate	ofsht	initiate	insht
associate	assht	vitiate	visht
appreciate	aprsht		

5.—Shnt for ***tient, cient, sient.***

patient	pshnt	sufficient	sfshnt
efficient	efshnt	transient	trnshnt
ancient	anshnt		

6.—Shns for ***tience, science.***

patience	pshns	conscience	cnshns

7.—Shr for ***sure.***

sure	shr	assurance	ashrns
assure	ashr	insurance	nshrns
insure	nshr	measure	mshr
pleasure	plshr	treasure	trshr
leisure	lshr	seizure	seshr

Rule IV.—Substitute **z** for **s** where the sound is clearly that of **z.**

cause	cz	seems	smz	foes	foz
does	dz	tells	tlz	rose	roz
says	sz	sells	slz	music	mzc

The termination ***ism*** *is written* ***zm.***

barbarism	brbrzm	socialism	soshlzm
pauperism	pauprzm	americanism	amrcnzm

The termination ***ies*** *is written* ***z*** *or* ***iz.***

parties	prtz	sundries	sndrz
ladies	ladiz	carries	cariz
duties	dutz	marries	mariz
beauties	butz	tarries	tariz

Rule V.— Substitute **s** for **c** when it represents its soft sound.

place	pls	office	ofs
since	sns	justice	jsts
twice	tws	succeed	scsd
force	fors	certain	srtn

NOTE.—But *cty* seems to be a better spelling for *city* than *sty*, and will be so used.

Rule VI.—Change **ed** to **t** where the sound is that of **t.**

wished	wsht	finished	fnsht
flashed	flsht	diminished	dmnsht
lashed	lasht	cherished	chrsht
washed	washt	polished	polsht

Rule VII.—Substitute **j** for **g** and **dg** where the sound is that of **j**.

gem	jm	edge	ej
gentle	jntl	judge	jj
george	jrj	bridge	brj
german	jrmn	sledge	slj

NOTE.—Thinking of *g* as *gay* makes the application of this rule more easy.

Rule VIII.—Write **gw** instead of **gu** when the pronunciation is that of **gw**.

anguish	angwsh	languor	lngwr
languish	lngwsh	language	lngwj
sanguine	sngwn	distinguish	dstngwsh
languid	lngwd	McGuire	mcgwr

But when *u* following *g* has not the sound of *w* it should not be so written.

guage *gj* or *gaj* guard *grd* or *gard*

Suasion and *persuade* are spelled *swshn* and *prswd*.

One and *once* are spelled *wn* and *wns*.

VOWELS.

Ordinarily the single letters *a e i o u* are used to represent both their long and short sounds. Thus, *fat* and *fate* are spelled *fat; night* and *knit, nit; set* and *seat, set; got* and *goat, got; bought* and *boat, bot*, etc. But when for any reason it is desirable to make a distinction between such words, final *e* may be added to indicate that the preceding vowel is long, or the common spelling may be used.

Rule IX.—Omit final **e** when not needed to show that the preceding vowel is long.

stole	stol	whole	hol
sane	san	shone	shon

Rule X.—Write **a** instead of **ay** and **ey.**

say	sa	play	pla	they	tha
may	ma	stay	sta	prey	pra
day	da	pray	pra	obey	oba
lay	la	gray	gra		

Rule XI.—Write **o** instead of **ow** and **ou** when the sound is that of **o.**

show	sho	throw	thro
snow	sno	flow	flo

Rule XII.—Instead of **eigh** write **a** or **i**, according to pronunciation.

sleigh	sla	freight	frat
weight	wat	height	hit

Rule XIII.—Substitute **o** for **ough** when the sound is that of **o.**

thought	thot	fought	fot
ought	ot	though	tho
bought	bot	thorough	thoro
sought	sot		

NOTE.—The following words are spelled as indicated:

tough	tuf	trough	trof
rough	ruf	straight	strat
enough	enf	laugh	laf
through	thru	draught	draft
bough	bw or bow		

Rule XIV.—Write **u** instead of **ew** and **iew.**

new	nu	strew	stru
few	fu	knew	nu
crew	cru	view	vu
flew	flu	review	rvu

Rule XV.—Use a single vowel instead of two or more when one represents the sound with sufficient clearness.

oath	oth	soul	sol	beau	bo
boat	bot	source	sors	bureau	buro
coat	cot	course	cors	tableau	tablo
coal	col			flambeau	flmbo

death	deth or dth	seat	set
bread	bred	seal	sel
meadow	medo	fear	fer
earth	erth	beast	best
each	ech	feast	fest

true	tru	suit	sut	Europe	urp
sue	su	fruit	frut	Eugene	ujn
blue	blu	recruit	rcrut	euphony	ufny

NOTE.—*Ue* is silent, and should be omitted in tongue (tng), rogue (rog), prologue (prolog), dialogue (dilog).

see	se	sheet	shet
bee	be	seed	sed
tree	tre	feed	fed
free	fre	breed	bred
guide	gid	guise	giz
guild	gild	disguise	dsgiz
shield	sheld	tried	trid
priest	prest	replied	rplid

paint	pant	hail	hal
saint	sant	sale	sal
faint	fant	tail	tal

NOTE.—While it is generally sufficient to use *a* for *ai*, and *o* for *oa*, it is sometimes better to retain both letters. *Blaine* (blain) and *Maine* (main) are examples.

NOTE.—It is generally better to retain the vowel used in the common spelling than to substitute another which more nearly represents the sound. Thus *sir* and *bird* are preferable to *sur* and *burd*.

How certain Sounds are represented.

Ah is represented as in the common spelling, except that silent *l* is omitted.

ah	ah	calm	cam
bah	bah	balm	bam
art	art	palm	pam
arm	arm	psalm	sam

Aw au, ow ou, oy oi, oo.—The sounds represented by the italicised letters in *law*, *laud*, *now*, *loud*, *boy*, *boil*, *food*, are represented as in the common spelling, except that *a* and *o* are frequently omitted from *aw*, *ow*, and *oy*.

saw	sw	author	authr
law	lw	august	augst
thaw	thaw	autumn	autm
now	nw	loud	loud
how	hw	sour	sour
plow	plw	flour	flour
joy	jy	toil	toil
annoy	any	boil	boil
alloy	aly	soil	soil
mood	mood	cool	cool
food	food (or fd)	spool	spool

Rule XVI.—Use **y** instead of **ia, ie, io, ua,** and **iou,** in the following and similar words.

genial	jnyl	senior	snyr
filial	flyl	junior	jnyr
bilious	blys	courtier	crtyr
prettier	prtyr	farrier	fryr
sunnier	sunyr	carrier	cryr
fuunier	funyr	terrier	tryr
annual	anyl	period	pryd
manual	mnyl	previous	prvys
gradual	gradyl	serious	srys

Failure and *tenure* are spelled *flyr, tnyr.*

NOTE.—But *y* is not needed in

million	mln	companion	cmpnn
brilliant	brlnt	convenient	cnvnnt
familiar	fmlr		

NOTE.—Rules IX to XVI inclusive relate to *how* to write vowels; the following rules relate to *when* to write them.

Initial vowels are those which begin words.
Final vowels are those which end words.
Intermediate vowels are those which occur in the body of words.

Rule XVII.—Write all Initial Vowels.

or	or	impel	impl
art	art	employ	emply
ask	ask	often	ofn
end	end	offer	ofr
enter	entr	utter	utr
attend	atnd	ultra	ultra

Rule XVIII.—Write all pronounced Final Vowels.

so	so	try	try
no	no	sly	sly
know	no	true	tru
high	hi	stew	stu
sigh	si	knee	ne
throw	thro	through	thru

Rule XIX.—Omit Intermediate Vowels when not essential to legibility.

but	bt	them	thm
not	nt	stand	stnd
had	hd	tender	tndr
been	bn	number	nmbr

NOTE.—Great assistance in learning to spell may be derived from reading the writing of good operators and selections printed in Stenograph type.

CHAPTER V.

INTERMEDIATE VOWELS.

The student will probably experience very little difficulty with the preceding rules, except the last, which relates to the use of intermediate vowels This rule directs the omission of such vowels when they are *not essential to legibility.* The question naturally arises: When are intermediate vowels essential to legibility? The purpose of the next few paragraphs will be as far as possible to answer this question.

If all intermediate vowels, or even all accented ones, were to be written, many unnecessary letters would be made; if all were ommitted, the reading would be involved in difficulty and error. For instance, no one would have any doubt as to the correct reading of "it shd nt hv bn dn." But "it z a smlr hs" might be read "it is a *smaller* house" or "it is a *similar* house." "H spks frly" might be rendered "he speaks *fairly*" or "he speaks *freely.*" "It z a prmnnt bldg" might be "it is a *permanent* building" or "it is a *prominent* building."

No positive rules can be given for the guidance of the learner in this respect. He must, to a considerable extent, rely upon his own judgment. The following facts and suggestions, however, if thoroughly familiarized, will be of great assistance to him.

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1.—Frequent words are not so likely to require vowels as rare ones.

2.—Short words are more likely to require vowels than long ones. Thus, *pr* are the consonants of *poor*, *per*, *pure*, *pour*, *pear*, *pair*; and *hps* are the consonants of *hopes*, *heaps*, *hips*, and *hops*. But place these two syllables together and we have *prhps*, which can only represent the word *perhaps*.

3.—Words of the same part of speech are liable to clash, while words of different parts of speech are not. Hence *men* and *man* (both nouns) should be written differently; while *men* (noun) and *mean* (verb or adjective) may be spelled alike.

4.—Of words liable to clash the most frequent ones should be written without and the least frequent with vowels.

have	hv	were	wr
heave	hev	wore	wor
had	hd	for	fr
heed	hed	fear	fer
		fire	fir

NOTE.—It is sometimes difficult to tell which of two words is the more frequent. In such cases a vowel may be inserted in either or both of them. *Freely* and *fairly*, and *nation* and *notion*, are illustrations.

5.—In the use of vowels, accented ones should be given the preference.

6.—Vowels should generally be inserted in words unfamiliar to the writer.

7.—Proper names, especially if unfamiliar, should be written quite fully. But intermediate vowels need not be used in very frequent proper names,

such as *Smith* and *Johnson*, the spelling of which is sufficiently suggestive without them.

8.—Foreign and technical words should also be written quite fully.

9.—Whenever a word which is ordinarily written without vowels is used in a new or unusual way it should be more fully spelled.

10.—Finally, the operator must use his mind as well as his fingers, and insert vowels wherever they seem to be necessary. If he is watchful, he will in time learn to feel instinctively where this should be done.

Both vowels should be inserted in the following and similar words:

follow	folo	cruel	cruel
borrow	boro	fuel	fuel
pillow	pilo	jewel	juel
bureau	buro	suet	suet

REMARK.—A distinction should be made between writing for one's own reading and writing for the reading of another. The writer must bear in mind that certain words which are familiar to him may be rare or unknown to others. On the other hand, he should take it for granted that the words represented by wordsigns and all frequent words are written the same by all operators.

WORDS LIABLE TO CLASH.

When, in reading, two or more words are liable to be taken for one another, they are said to clash. The chief use of intermediate vowels is to prevent this. In some instances the context will enable one to determine which

of two or more words was intended; in others a difference in spelling must be made to avoid error in reading.

The following list contains the most frequent of the words which should be distinguished. Their spelling should be thoroughly learned.

but	bt	good	gd
bought	bot	god	god
come	c	him	hm
came	cm	home	hom
for	fr	men	mn
far	far	mean	mn
fear	fer	man	man
fire	fir	this	ths
find	find	thus	thus
found	fnd	these	thz
		those	thoz
then	thn	that	tht
than	than	thought	thot
cry	cry	party	prty
carry	cary	purity	purty
command	cmnd	person	prsn
commend	cmend	parson	parsn
contains	cntnz	permanent	prmnnt
continues	cntnuz	prominent	promnnt
flow	flo	preparation	prprashn
follow	folo	proportion	prporshn
gentle	jntl	run	rn
genteel	jntel	ran	ran

held	hld	said	sd
hold	hold	side	sid
life	lf	spirit	sprt
laugh	laf	sport	sport
		support	suprt
less	ls	separate	seprt
loss	los		
		smaller	smlr
left	lft	similar	sim
laughed	laft		
		step	stp
machine	mchn	stop	stop
motion	mshn		
mission	mishn	try	try
		tarry	tary
minister	mnstr		
monster	monstr	turn	trn
		train	tran
not	nt		
note	not	were	wr
night	nit	wore	wor

The foregoing list is not intended to be complete. Indeed it would be difficult, if not impossible, to make a list which would contain all words liable to clash, as words which are usually entirely distinct sometimes occur in such a peculiar or unusual way as to make the reading uncertain. The object to be kept in mind is to *write all words so that they can be read* not *only with ease* but with *certainty.*

ADDITIONAL WORDSIGNS.

about	ab	never	nv
after	af	next	nx
answer	ans	necessary	nss
		notwithstanding	ntwth
before	bf		
business	bz	only	onl
		over	ov
company	co	object	ob
circumstance	stns	objection	obn
		opportunity	op
differ-ent-ce	df		
difficult-y	dfk	probable-y-ity	prb
		recollect-ion	rec
ever-y	ev	remember	rmm
especial-ly	esp	respect	rsp
		railroad	rrd
generally	jnl		
gentleman	jman	self	sf
gentlemen	jmn	several	sv
		satisfy-ied	sat
into	int	satisfactory	sat
important-ce	imp	satisfaction	satn
improbable-ity	imprb	similar	sim
impossible-ity	imps	subject	sb
more	mo	unto	unt

ABBREVIATIONS.

The abbreviations in general use may also be employed. The period need not, however, be inserted after them.

Mr	Jan	Va
Mrs	Feb	Pa
Gov	Aug	Mass (Mas)
Co	Sep	Wis

COMPOUND WORDS.

Words compounded from wordsigns should generally be spelled as when written separately.

afternoon	afnn	overthrow	ovthro
afterward	afwrd	outside	otsd
everywhere	evrr	outwit	otwt
elsewhere	elsrr	outward	otwrd
whatever	htev	wherever	rrev
overcome	ovc	whereby	rrby

CHAPTER VI

EXPEDIENTS—NUMBERS—INITIALS.

EXPEDIENTS.

The plan of spelling set forth in the preceding pages requires the writing of all pronounced consonants and all initial and final vowels. It is believed, however, that the following expedients may be used to advantage :

1.—*Omit* ***e*** *from the syllable* ***ex.***

extend	xtnd	express	xprs
extent	xtnt	explain	xpln

2.—*Omit* ***i*** *from the syllable* ***in.***

intend	ntnd	instruct	nstrct
indeed	ndd	influence	nflns

3.—*Use* ***g*** *for the syllable* ***ing.***

being	bg	saying	sag
doing	dg	playing	plag
going	gg	writing	ritg

NOTE.—But *n* should not be omitted before *g* where the syllable *ing* does not distinctly occur :

bring	brng	fling	flng
sting	stng	spring	sprng

Nor in words like the following:

song	sng	among	amng
long	lng	young	yng
strong	strng		

4.—*Omit* ***t*** *from* ***st*** *in words like the following:*

best	bs	east	es
must	ms	west	ws
just	js	postpone	pspn
against	agns	almost	alms

5.—*Write* ***sf*** *for the syllable* ***self.***

herself	hrsf	myself	mysf
himself	hmsf	yourself	yrsf
itself	itsf		

6.—*Write* ***sz*** *for* ***selves*** *in compound words.*

ourselves	ousz	themselves	thmsz
yourselves	yrsz		

7.—*Write* ***thg*** *for* ***thing*** *in compound words.*

anything	nythg	nothing	nthg
everything	evthg	something	smthg

NUMBERS.

Numbers are written by using letters to represent the figures 1, 2, 3, etc.. as follows:

1 2 3 4 5 6 7 8 9 0

Both before and after writing a number all the keys should be depressed with one hand or the other, thus:

1 3 5 1 8 8 7 6 9 3

In most cases it is safe to represent the ordinals without the addition of *st*, *nd*, *rd*, and *th*—thus:

24th 13th 67th

Everything should be written carefully, but especial pains should be taken with numbers.

INITIALS.

In writing initials, the comma should be placed immediately after each letter, after which a space should be made.

C. & A. R. R. Co. A. D. 1881.

CHAPTER VII.

PHRASING—PUNCTUATION, PARAGRAPHNG, ETC. —CORRECTIONS AND INSERTIONS.

PHRASING.

Phrasing consists in writing certain words without making spaces between them, thus: tb, to be; mb, may be.

Experience shows that those who use phrasing very little or not at all attain as great a speed and write with more freedom than those who use it much. For this reason, students are recommended to employ only the following phrases:

of the	vth	and the	ndth
in the	nth	to be	tb
to the	tth	may be	mb

PUNCTUATION, PARAGRAPHING, ETC.

Punctuation is an important matter. Two or more meanings can frequently be given to the same sentence by varying or omitting the points. All important pauses should be noted, but it is not necessary that a distinction should be made between commas, semicolons, etc., in all cases. It is generally sufficient to use the period to indicate the full pauses, and a line of marks |-----| to indicate the minor pauses.

To indicate that another paragraph should be commenced, write the word "paragraph" (prgrf). Other directions, such as "skip one line," "leave space for one word," may be indicated by writing those words.

The student should in his practice use all the punctuation marks until he becomes familiar with them, as some persons dictate not only the words they wish to have written, but also the punctuation marks, paragraphs, spacing, etc., and the operator should be able to note them without hesitation.

CORRECTIONS AND INSERTIONS.

When a word has been improperly written, it is generally sufficient to strike the space-key once and write it over again. It is sometimes better, however, to indicate, by striking the whole five keys twice, |_____|, that a mistake has been made, and then write the word or words correctly. If several words or a sentence have to be rewritten, the five keys should be depressed several times, thus: |_____|. In all cases a space should be made by striking the space-key once after the striking of the five keys before commencing the next word.

When, in dictating a letter or other matter, the person dictating wishes to change the form of expression, the same method is followed. For instance, if he should say "We are inclined to doubt—take that out—we are surprised to learn," etc., the operator should stop writing when he says "take that out," strike the whole five keys several times, and write the sentence or expression over as finally dictated; or he may, if there is time, draw a single line with a pencil from the beginning to the end of the part to be stricken out.

In case an insertion has to be made some distance back, the operator may write "Insert after" (repeating the preceding words), and then write the words to be inserted. He may also, if he can readily find the place, make a mark with pencil at the point where the insertion is to be placed.

The operator should always have a pencil in good order at hand, so that he can use it whenever needed without loss of time.

CHAPTER VIII.

HOW TO PRACTICE.

Learning to write well and accurately on the Stenograph is accomplished chiefly by practice. This must, however, be done properly. The spelling must be such as to render correct reading possible and easy. The letters must be accurately formed, and the hands must be used properly. There may be such practice as will be detrimental rather than helpful to the student.

The student should frequently refer to the rules, directions for using the hands, etc., and be sure that he is following them all in his practice. He should be especially careful to use the hands alternately.

Regularity of practice is very important. No matter how bright or quick a student may be, if his practice is only occasional his progress will be slow. Some definite, regular time should be set apart for daily practice, if possible.

Nothing is more important to the student than the formation of the habit of accuracy. A letter should never be made until the combination representing it is clearly in the mind. Greater speed will be attained by writing deliberately enough to be accurate than by hurrying along, continually making mistakes and losing time correcting them. If constant care be exercised in this

respect, the student will, in a short time, be surprised to find how easy it is to write accurately. Notes thus taken will be read with more ease and certainty, and copied in less time and with less fatigue.

Do not forget to accustom yourself to write without looking at the instrument.

The best practice is from the reading of others. Two or more persons who write about the same speed can practice together to good advantage, either by reading to one another or by employing a reader. Interest in the study will be more easily kept up in this manner, and each will have the benefit of the judgment of the other in regard to the proper spelling of difficult words.

To read well is fully as important as to write well. Therefore everything written should be read. This practice, in addition to increasing facility in reading, will lead to the discovery and correction of mistakes made in writing. It is well also to read all the matter printed in Stenograph type that can be conveniently obtained. This latter practice will aid greatly in learning to spell correctly.

Much time should also be spent in transcribing notes, which it is essential to be able to do quickly and accurately.

To do actual work well, a stenographer must comprehend what he writes. This will be more easily done if the student forms the habit of paying attention to the sense of what he writes while practicing.

At first, practice should be from pleasant and easily written matter. After some speed is attained, the daily papers afford good matter for practice.

CHAPTER IX.

THE AMANUENSIS, HIS QUALIFICATIONS AND DUTIES.—THE VERBATIM REPORTER.

The first requisite of a good amanuensis is to be able to write in a legible manner at a speed of at least 100 words per minute, and to accurately and neatly transcribe the same.

Ability to write a good hand, or to operate a type-writing machine, is a necessity. Probably the great majority of those who employ stenographic clerks require them to use type-writing machines in the transcription of their notes. To do work neatly on these machines, the operator must be deliberate. The remarks on page 50, in regard to care and accuracy in the use of the Stenograph, apply with equal force to type-writing machines.

Correct spelling and capitalization are imperative in the work of the amanuensis. A dictionary should be kept near at hand, and consulted when any doubt is felt as to the correct spelling of a word.

If an operator cannot punctuate fairly, he should at once seek to become able to do so. This can be learned from books intended for the purpose, and by noticing the use of the various points in accurately written letters and other matter. Bearing the reason of the points and the sense of the matter in mind will greatly assist him.

Beginners are cautioned against using too many punctuation marks, which is a greater fault than using too few.

Letters and other documents must be written in proper form. Every amanuensis must be able to do this. If the employer prefers any particular form, that form should be followed.

Paragraphing, should be properly done. With every change in the topic a new paragraph should be commenced.*

Not enough stress is placed by beginners generally upon neatness in doing their work. Too much care can not be bestowed upon this point.

Facility in getting out work is important. This is acquired by experience. A beginner should not expect to be able to do as much work, nor receive as much compensation, as an experienced amanuensis, but he should do his best to equal him in accuracy and neatness.

The person dictating, being frequently more occupied with the thoughts he is expressing than with the words he is using, is apt to make mistakes occasionally. Hence the amanuensis should be able to correct at least the more common errors in the use of language.

It is difficult, if not impossible, for one to take notes and copy them accurately, if he does not comprehend the meaning of what he writes. As each business has a vocabulary peculiar to itself, when about to take a position it is well for the amanuensis to obtain the circulars, catalogues, etc., used by his contemplated employer, and familiarize himself with the terms used and the names of the goods handled.

To be able to refer readily to preceding parts of matter

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* Spelling, capitalization, punctuation, paragraphing, and kindred matters of importance to all who have much writing to do, are fully treated of in How to Write Letters, by Westlake.

dictated is very desirable, as it is quite annoying to a busy man to be compelled to wait while his stenographer hunts for some preceding word or sentence. Keeping the mind on the work in hand will be of great assistance in this respect. If the dictator stops before finishing a letter or other document, keep in mind the last sentence, or part of sentence, dictated, so that you can immediately inform him if he asks, What did I say?

Care and close attention should be given to the work at which one is engaged. If a person is half way thinking of something else while taking notes, the matter dictated will not fix itself as firmly upon his mind as if he pays good attention, and the memory will not render him the same assistance in copying his notes, in case he takes them improperly.

This subject will be closed with the following extracts from a paper, read by Ivan W. Goodner, before the International Association of Shorthand Writers at Toronto, Canada, August, 1883:

"It is the amanuensis' duty to take down in legible shorthand writing every word uttered by the dictator. If, on account of bad construction of sentences, changes become necessary, they should be made in the transcript, not in the notes. It is also his duty to transcribe his notes with dispatch, and in the neatest possible manner.

"The amanuensis occupies a position of trust and responsibility, and no professional or business man will wish to employ as amanuensis a person in whom he can not repose perfect confidence. To this end the successful shorthand clerk must possess, first, a good moral character; second, the ability to guard as a most sacred trust all knowledge he may acquire of his employer's affairs. Without these qualifications he will fail of success, even though capable of writing in shorthand the requisite

number of words per minute, and rapidly and accurately transcribing the same.

"The amanuensis should be willing at all times to make his employer's interest his own. It frequently happens that a very much larger mail is received on one day than on another, and at such times it is the amanuensis' duty to do all he can to facilitate the speedy dispatch of replies thereto. It may be necessary for him to hammer away on his type-writer far into the night, but if he receives extra compensation for night work—and he usually does—he ought not to grumble.

"Many firms have branch houses or agents, with whom they correspond almost every day, and inasmuch as it becomes very monotonous to repeat the full address, name of firm, street and number, city and State, every time a letter is dictated, the wise amanuensis will prepare and keep close at hand a little book containing full addresses of all regular correspondents. Another book which should be found on the desk of every amanuensis throughout the land is the United States Postal Guide.

"In concluding this portion of my paper, I would counsel the amanuensis to stick to his place, if he has a good one; for I believe that he will thereby not only secure the largest salary, but, as a greater familiarity with the peculiar class of words used will render his work less difficult, he will enjoy an easy as well as lucrative situation."

THE VERBATIM REPORTER.

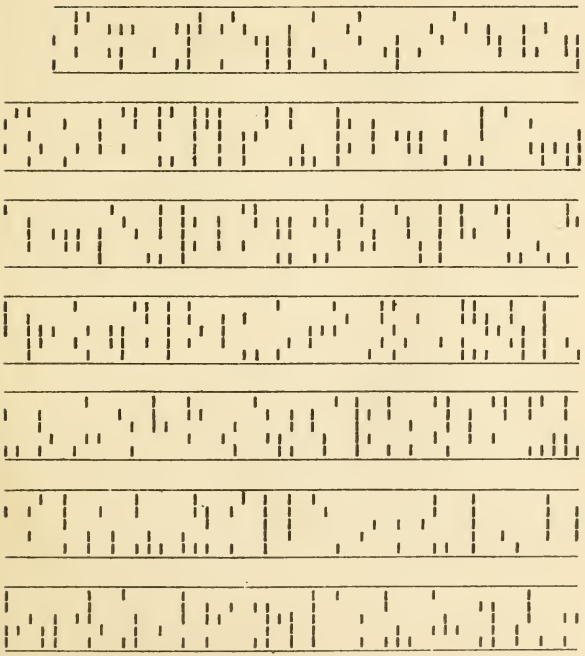
The work of the verbatim reporter is much more difficult than that of the amanuensis. He must, therefore, possess not only the qualifications essential to the good amanuensis, but such additional ones as will enable him

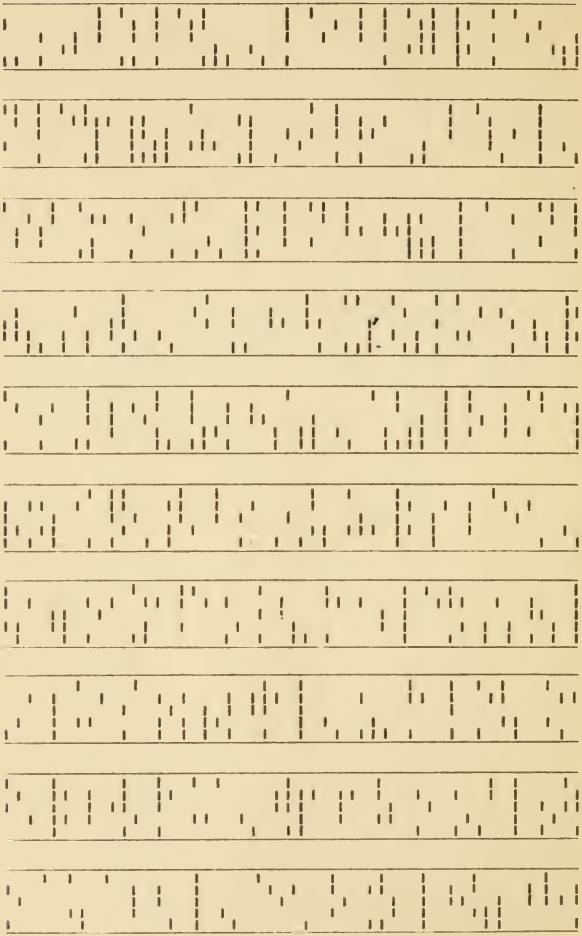
satisfactorily to perform the more difficult duties of his calling.

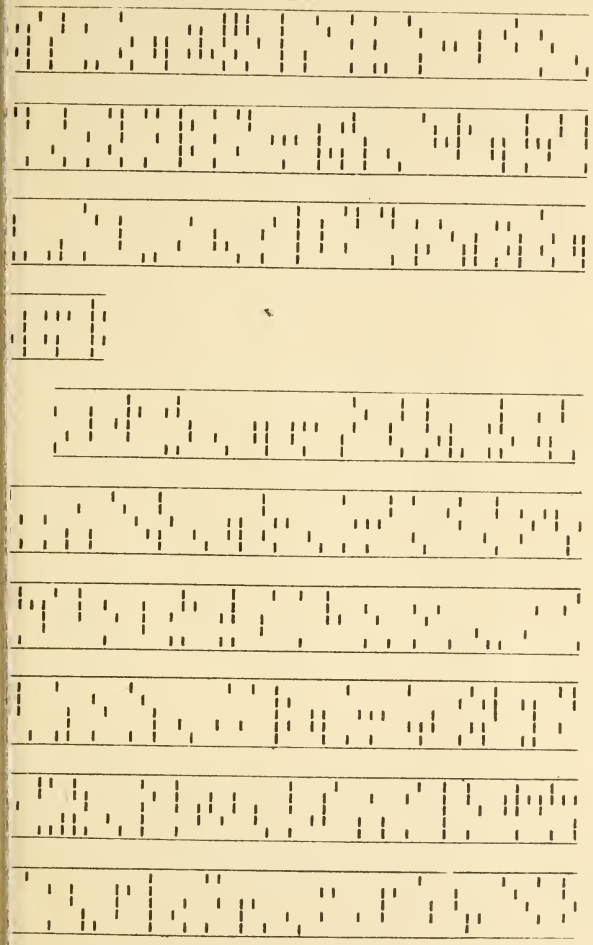
He should be able to write at least 150 words per minute of average matter, and to "hang on" even though the speaker gets ten to twenty words ahead of him.

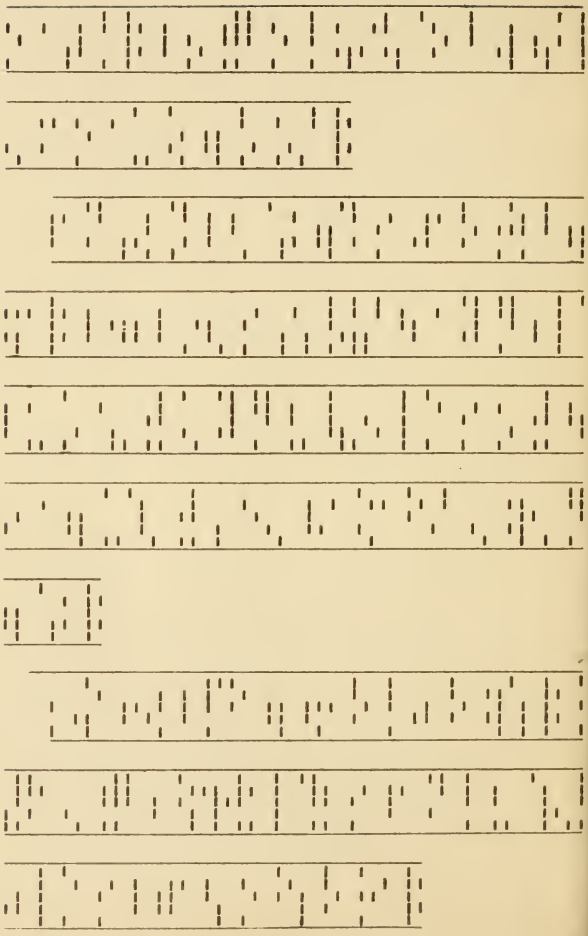
Good natural abilities, a fair education, and a large stock of general information, are indispensable to the reporter. The necessity of these will be appreciated when it is understood (1) that it is impossible to make a good report of anything the meaning of which the reporter does not comprehend, and (2) that the work of the general stenographer covers an almost limitless variety of topics.

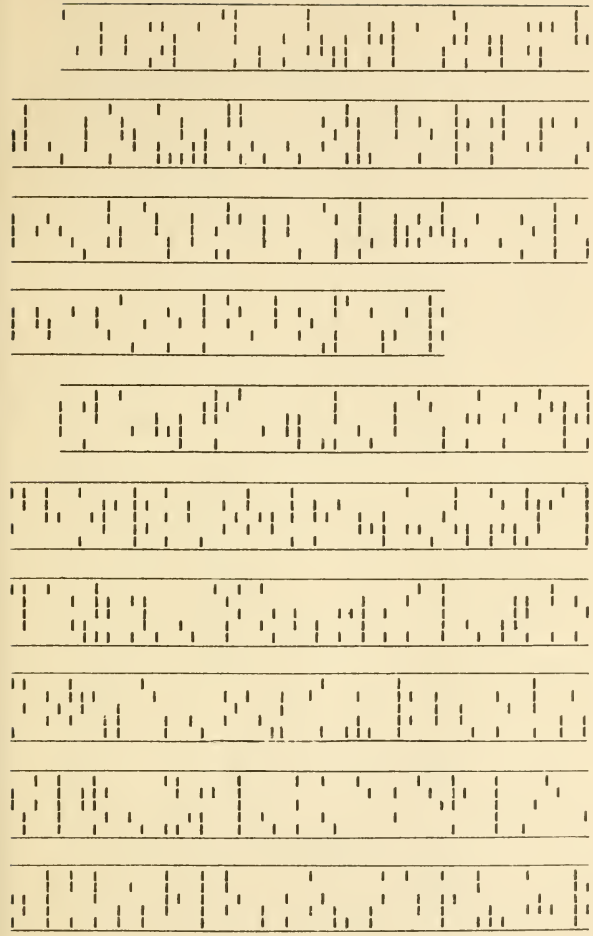
Koturah, The Cat.

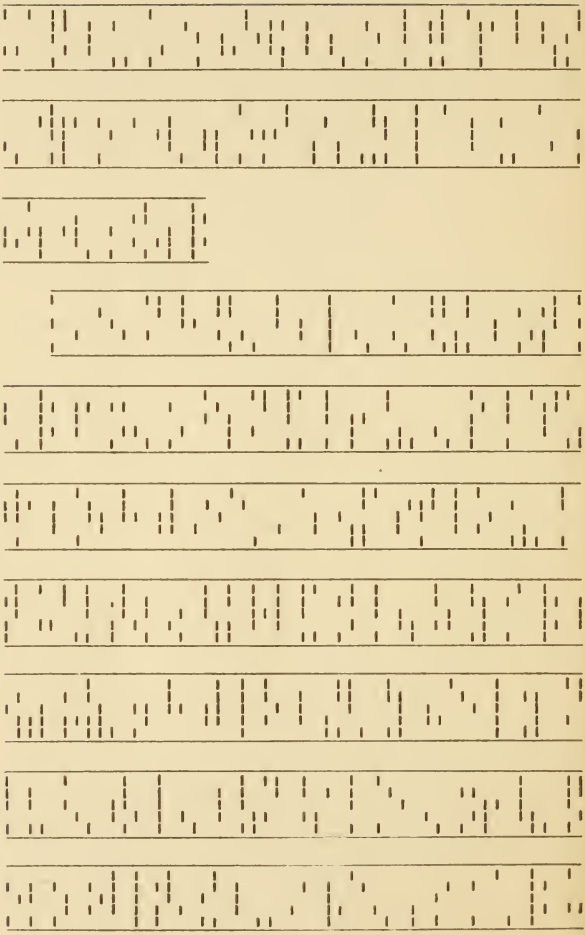


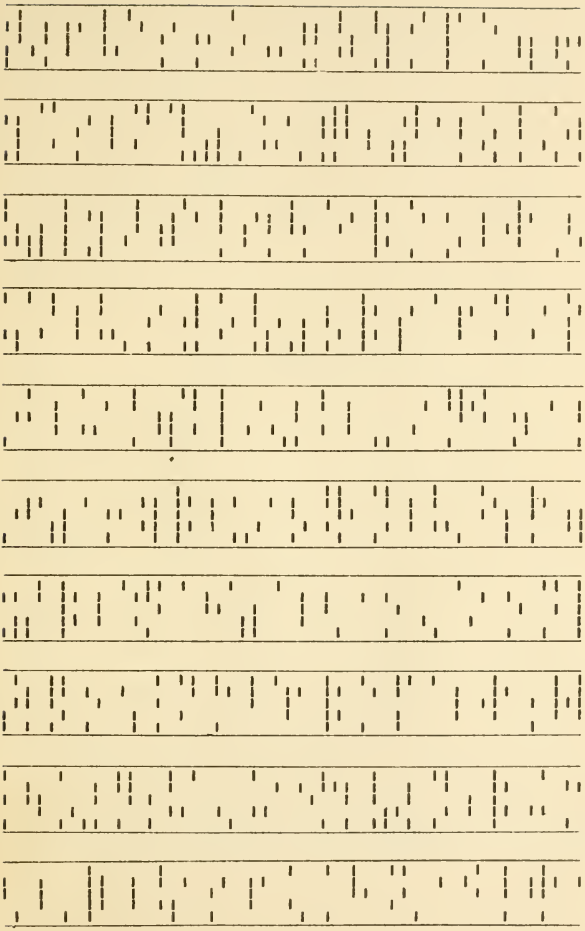


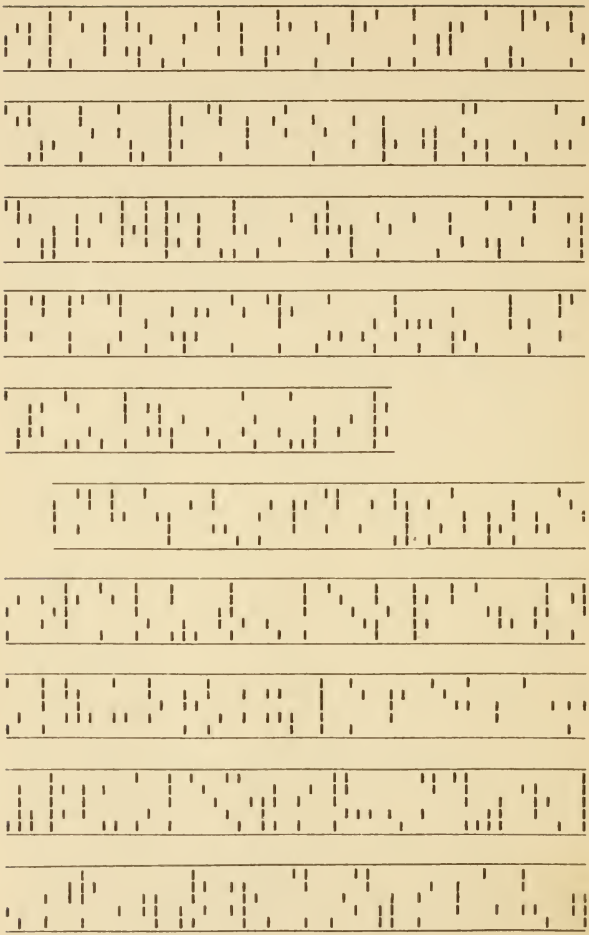


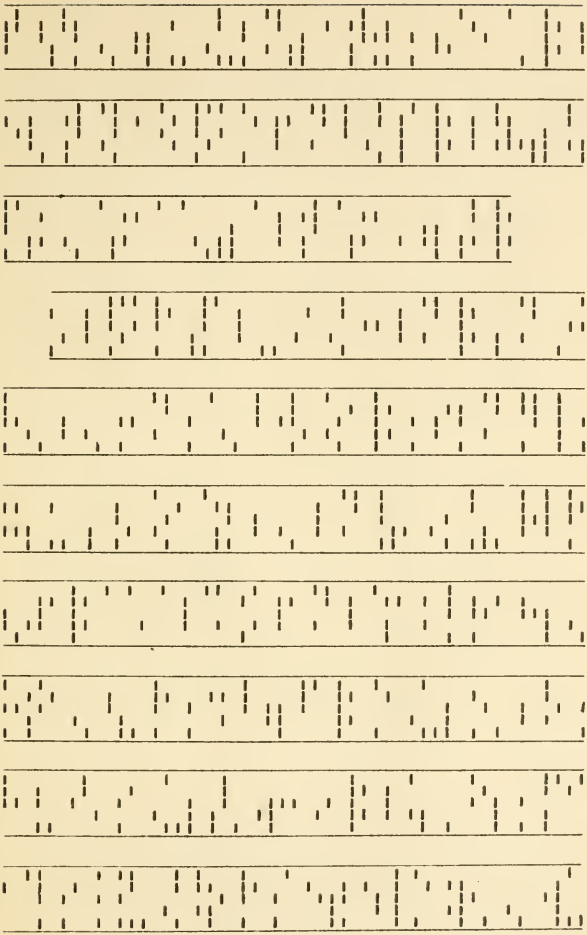


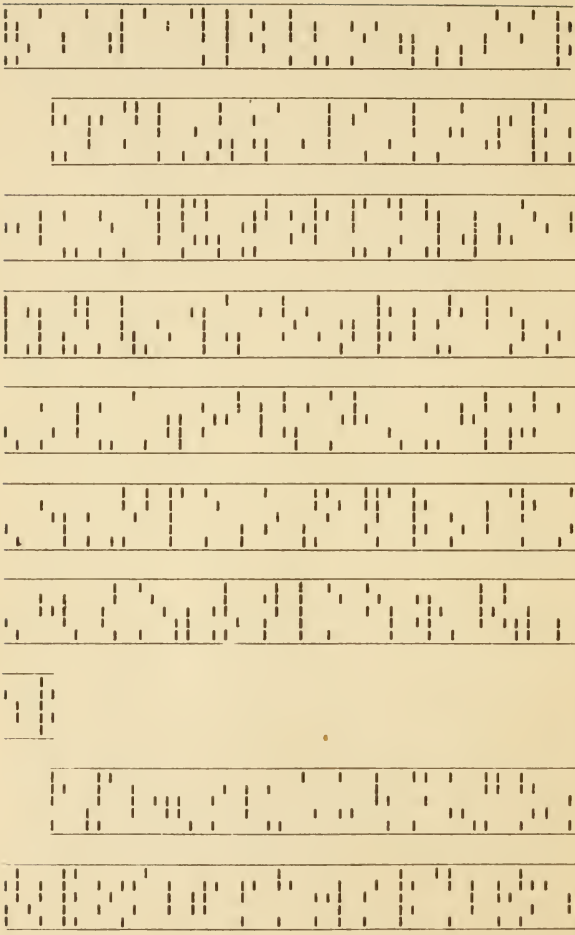


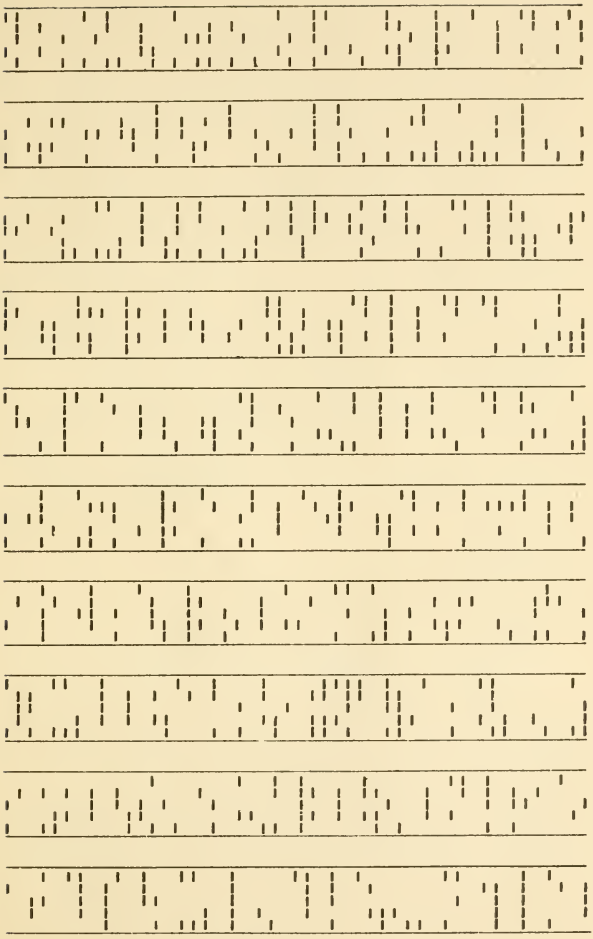


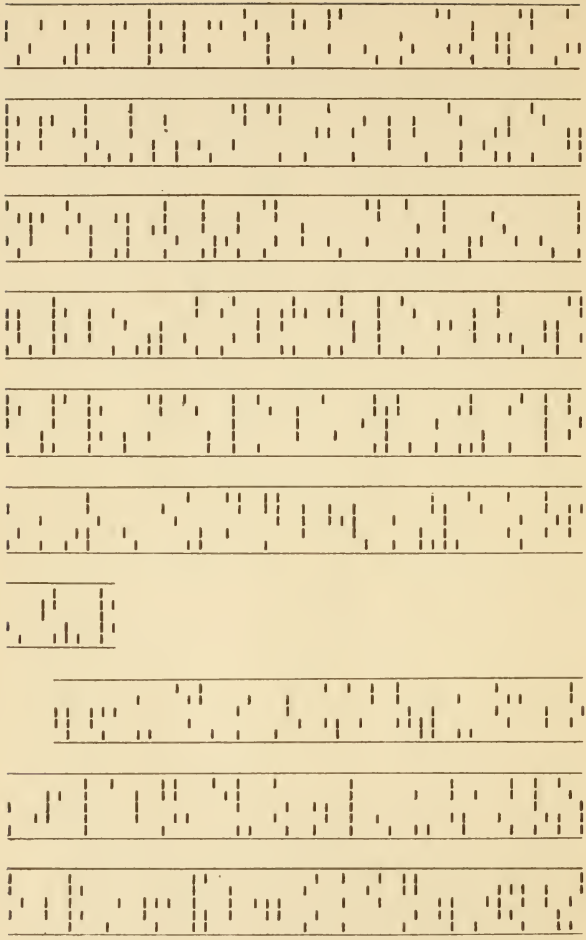


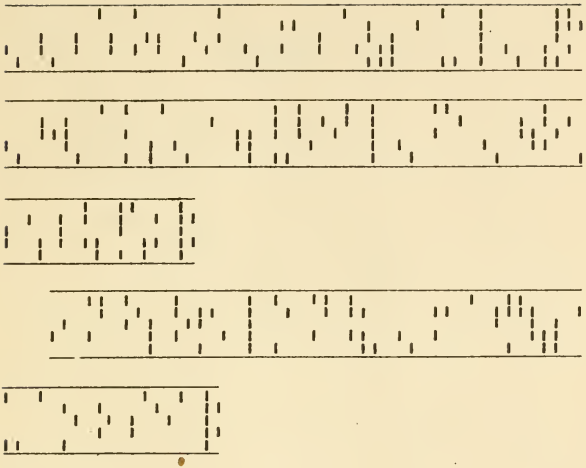




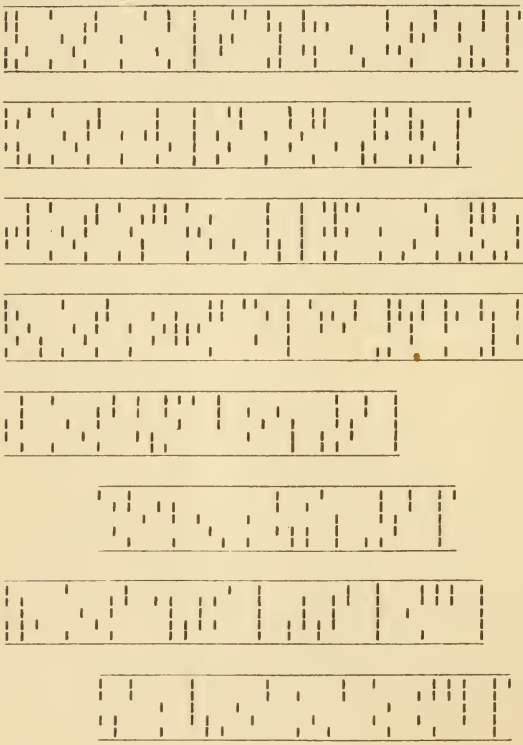


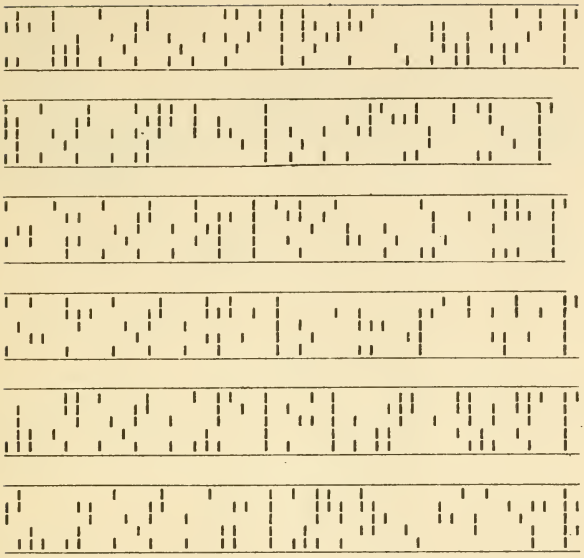






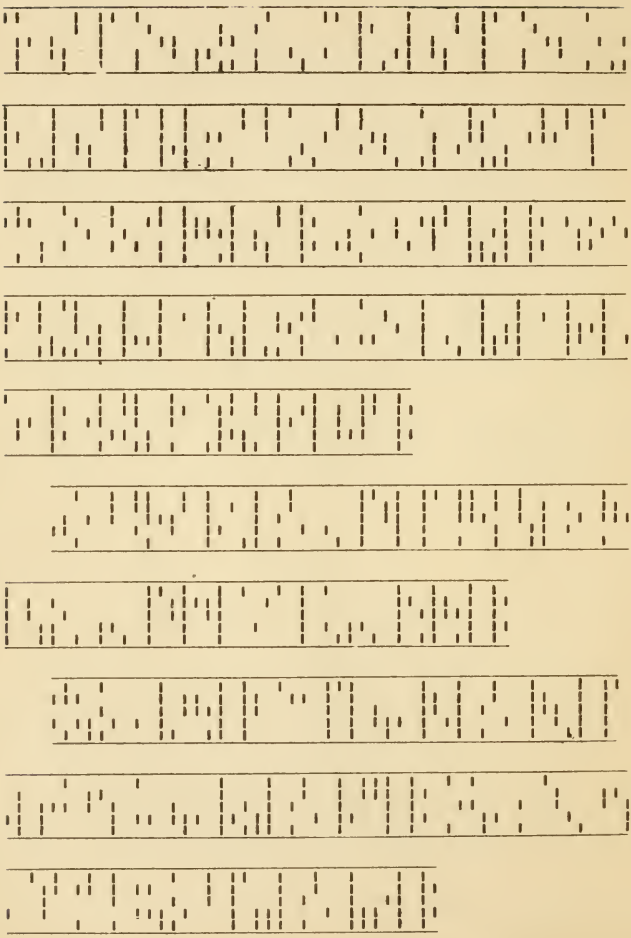
The Months.

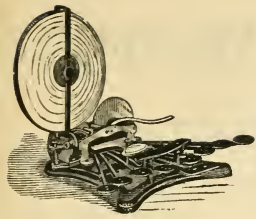




Exercise in Numbers

FORT





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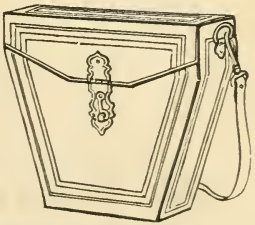

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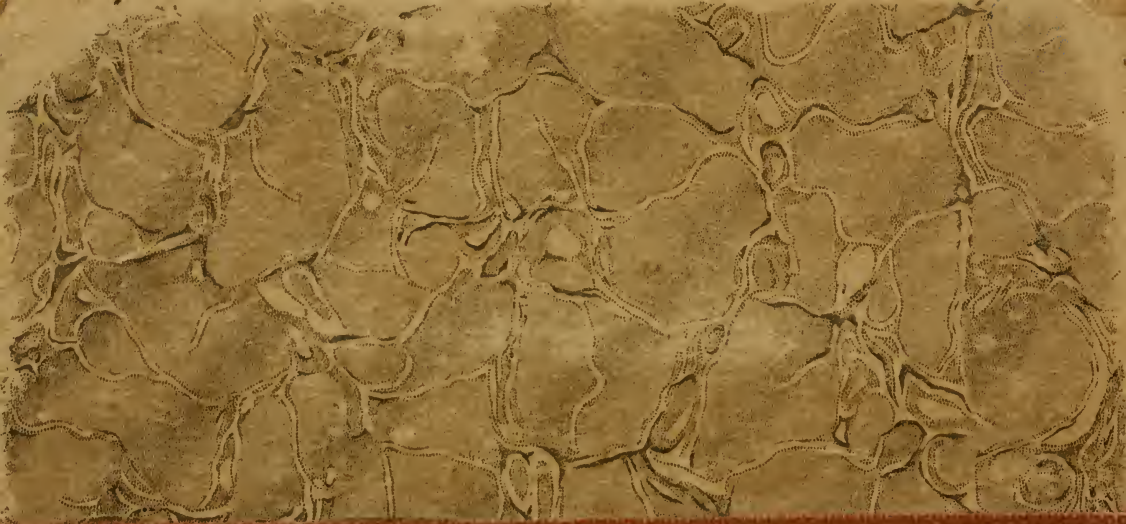
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